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ABSTRACT

This report describes some curriculum development work done by the Local History Classroom Project (LHCP) which explores approaches to the classroom teaching of local history and possible roles for computerized banks of standardized historical data. Part one of the document gives a sample lesson developed from court records and newspaper articles. It is a case study approach which asks how far can the available evidence be legitimately squeezed to write some history, and what questions are raised but left unresolved by the study of the evidence? Parts two and three discuss the use of computerized 19th century census returns to answer questions about the occupations of men, women, and children, the skill levels of a village, and the origins of villagers. Example lessons illustrate the use of census lists to help teach the ideas of continuity, change, generalization, and comparative analysis. A mock conversation between two 19th century teachers is constructed to demonstrate what additional sorts of information, particularily about foreigners, can be gotten from census lists. The document concludes with an interview with an LHCP representative focusing on the difference between "history" and "past." "Past" is defined as surviving evidence while "history" is defined as the structure built from surviving evidence. (Author/BC)

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The Local History Classroom Project, 1975/1977. Final Report.

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INTRODUCTION

This Report describes some of the work of the Local History Classroom Project (LHCP), a development venture within the National Development Programme in Computer Assisted Learning. The Project ended in 1977 after three years' work, exploring approaches to the classroom teaching of local history and possible roles for computerised banks of standardised historical data. The Project was based in Suffolk, had a full-time staff of two (Project Director and secretary), and cost £29,000.

The Project wishes to thank all those pupils, teachers, advisers, inspectors and computer scientists who have assisted us in our work. We would thank the staff of the Suffolk Record Offices in Ipswich and Bury St. Edmunds for their tolerance and helpfulness. In particular, we would like to thank David Penrose, Education Adviser, Suffolk Record Office and Peter Reynolds, Adviser in Mathematics and Computer Studies and all those who served on our Steering Committee.

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October 1977

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NOTE There is no necessary link between PART 1 and PART 2 of this Report. Remember the Project has been concerned with approaches to the teaching of local history as well as roles for the computer. For the Project, the link between case study work (PART 1) and the role of the computer (PART 2) lies in its interest in man as information user.

THE WAY THE PROJECT HAS GONE ABOUT DOING ITS WORK

The following quotation is not included for decorative purposes. It aptly captures the way the Project has gone about doing its work.

"Hallo!" said Piglet, "What are you doing?"

"Hunting", said Pooh.

"Hunting what?"

"Tracking something" said Winnie-the-Pooh very mysteriously.

"Tracking what?" said Piglet coming closer.

"That's just what I ask myself. I ask myself, what?"

"What do you think you'll answer?"

"I shall have to wait until I catch up with it" said Winnie-the-Pooh.

from Winnie-the-Pooh
A.A. Milne

PART 1 SQUEEZING THE AVAILABLE EVIDENCE TO COMMUNICATE HISTORY

Our starting point was a challenge thrown down by my former Head of History. "History in schools is not concerned with the study of detail but with the study of the results of those details." Could we find a practical classroom procedure to respond to that challenge; one that would offer teachers an opportunity to explore the skills and decision-making involved in the communication of history? The case study approach using local detail is one of our answers to this question; it involves the collection and arrangement of available local evidence into a form made adaptable for classroom use. Could we suggest a goal that teachers and pupils might aspire to in this type of work? Our response to that question has been the following:-

> Our concern is to find out what history people will write on the basis of the available evidence.

Let us now assume our concern is the above statement in relation to the nineteenth century community of Risby near Bury St. Edmunds - and in particular one Thomas Edwards, farm labourer. The case study is set out below:-

CASE STUDY I

THOMAS EDWARDS AND THE HENS' EGGS

RISBY, SUFFOLK 1864

The case study approach in the classroom involves the pupils and teacher in -

CASE STUDY - STEP I

STEP I has two parts. The first part has involved the selection of evidence relating directly to people in a past community near the school-gate. The second part will involve the pupils and the teacher in the classroom, submitting the chosen documents to two significant questions:

QUESTION 1 How far can the available evidence be legitimately squeezed to write some history?

QUESTION 2 What questions are raised but unresolved by the study of the evidence?

YOUR TASK

Subject the following documents in STEP I to the two questions above in work that has as its goal the writing of history - based on the evidence you have available.

DOCUMENT 1 NEWSPAPER ACCOUNT OF COURT CASE

COUNTY PETTY SESSIONS, BURY, June 8

EGG STEALING AT RISBY - Thomas Edwards was charged with stealing four hens' eggs, the property of Mr. J.D. Paine, of Risby.- P.c. Simpson deposed: Last Wednesday night I was watching some hens' eggs which lay in the hedge just outside Mr. Payne's farmyard gate. After I had been there some hours, at about four in the morning I saw defendant come and take four eggs from the nest, which was about fifty yards from Mr. Payne's farmyard gate, near a roadway which runs from the turnpike up to Mr. Payne's farm. (Mr. Payne said this was a private roadway.) After seeing him take the eggs he went to the farm, but I did not interfere with him then, as I thought he was going to look after the horses. I informed Mr. Payne of what I had seen, and continued to watch till dinner-time, when, in consequence of a communication from Mr. Payne, I went to defendant's house and asked him for the eggs he had taken from the farm, and he took out of his pocket four eggs which I had previously marked, some of them two or three days before. I produce the four eggs.- Defendant elected to be tried by the Magistrates, and having pleaded guilty, Mr. Payne recommended him to mercy on account of his wife and family, and because he believed this to be his first offence, but said he felt it a duty incumbent upon him to prosecute on account of the losses to which he had been subject.- The Bench said it was with difficulty that farmers could keep an egg on their premises, and sentenced the defendant to fourteen days' hard labour, telling him that if he were brought before them again he would have a very severe sentence.

From Bury and Norwich Post. Tuesday 14 June 1864

DOCUMENT 2 DESCRIPTION OF BURY ST. EDMUNDS GAOL

...THE GAOL, which has a neat stone front, wrought in rustic, was finished in 1805, and enlarged in 1819, for the purpose of affording a better classification of the prisoners, and a hospital and baths for the sick. It consists chiefly of four wings, 69 feet by 32; three of these are divided by a partition wall along the centre, and the fourth is parted into three divisions; by which means the different classes of prisoners are cut off from all communication with each other. The gaoler's house is an irregular octagon building, in the centre raised six steps above the level of the other buildings, and so placed that it commands inspection of all the court yards, as well as the entrance to the gaol. The chapel is in an upper room, and stone galleries lead to it from various wings. The gaol enclosure is of an octagon form, 292 feet in diameter. The entrance is in the turnkey's lodge, on the leaded flat of which, executions are performed, The House of Correction stands in the centre of an enclosure of about an acre, adjoining and consolidated with the gaol. It is a large square building, having a house in the centre for the principal turnkey. Here is the first Treadmill of the kind ever erected, in which seventy men can work at one time, in four different rooms, according to their classes in the prison...

From White's Directory of Suffolk - 1855

DOCUMENT 3

Extract from the Bury St. Edmunds Gaol Receiving Book.

RECEIVING BOOK.

DATE 3 June 1864

Prisoner's Name	Thomas Edwards
Last Residence	Risby
Trade or occupation, and where learned	Labourer

Age.	Height.	Complexion.	Colour of Hair.	Colour of Eyes.	Visage.	Marks, &c.
43		Fresh	brown	Grey	Oval	Scar on right leg

Apparent State of health	Good
Is he Lame or Ruptured?	Neither
Has he any Infectious Disease?	None

Male	Female	Child	Orphan	Infirm	Widower	Married	Single	Servant	Prisoner	Deserter	Discharge	Wife	Soldier	Cap	Coat	Shoes	Boots	Trowsers	Waistcoat	Pocket Books	Tobacco Box	Hat
1	1				1			1			1	1	1		1							

Observations on the state of Prisoner's Apparel as to Cleanliness & Decency.	Clean
Place of Nativity.	Risby
Father's Name / Trade / Residence	dead
Is Prisoner single, married or widower? If married, Wife's residence, and means of subsistence.	Married
Number of Children. 6	Eldest, 19 / Youngest, 5
Can Prisoner read and write?	No
Where did Prisoner go to School, and how long?	
Offence.	Stealing 4 hens eggs at Risby
Where committed.	Bury
Prosecutor's Name and Residence.	
Magistrate's Name.	H. C. Lofft Esq. of Risby
Date of Warrant.	3 June 1864
If for Trial at Assizes or Sessions, or for further Examination.	For further examination 8 June 1864
Sentence, if convicted.	14 days hl. l.
Time will expire.	21 June 1864
Constable or Officer's Name & Address.	
From whence brought.	

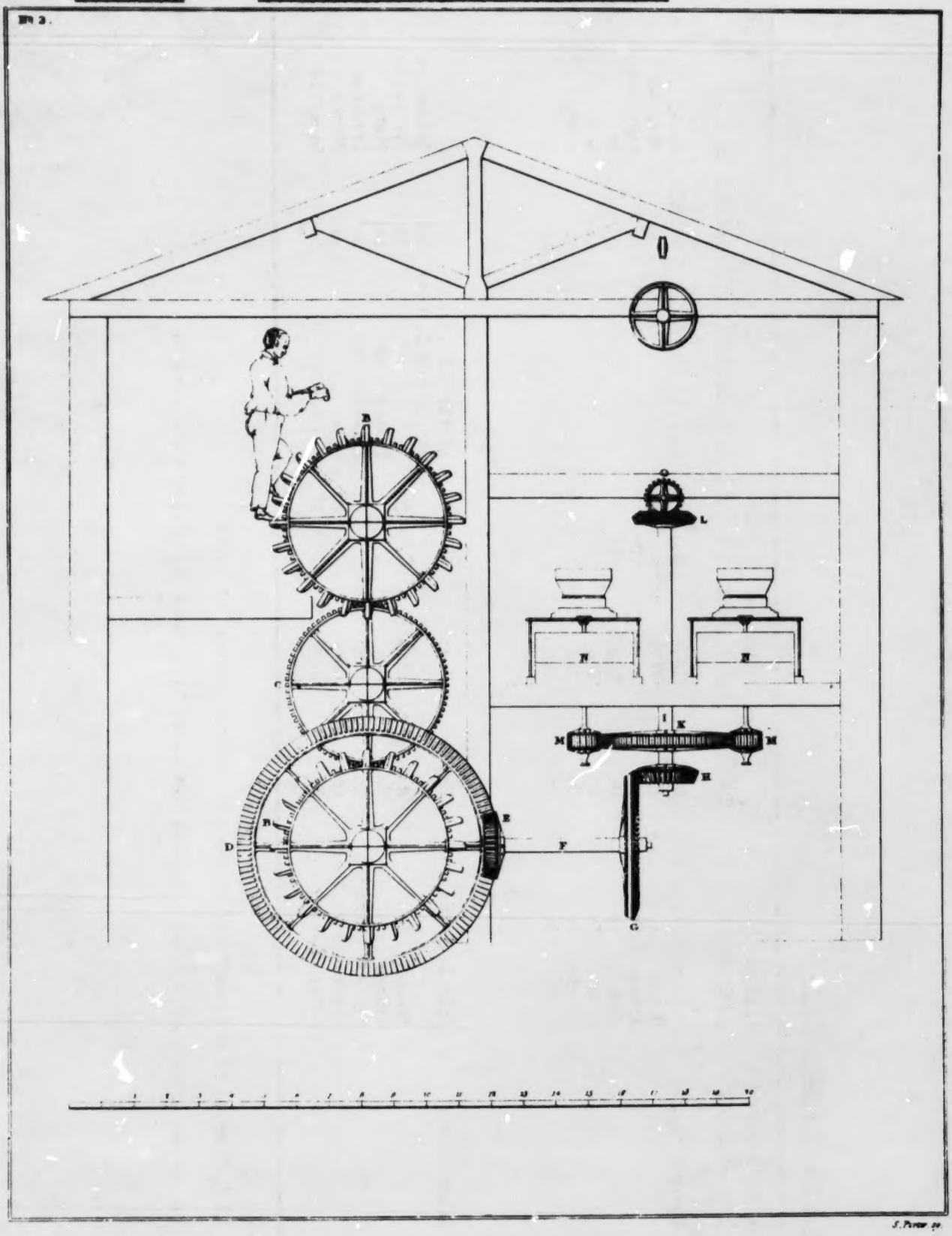
DATE

MONEY.

Received. £	s.	d.	Paid. £	s.	d.
		5½			

7

DOCUMENT 4 THE TREADMILL AT BURY ST. EDMUNDS GAOL



from - Description of the Gaol at Bury St. Edmunds
John Orridge - 1819

DOCUMENT 5

EXTRACTS FROM THE 1861 RISBY CENSUS

Schedule Number	Road, Street & Name of House	Name of each person	Condition	Relation to Head of Fam.	AGE M	AGE F	Rank/Occ/Prof	Where Born		Whether blind deaf/dumb
2	Deers Cottages	Thomas Edwards	Mar	Head	42		Ag Lab	Suffolk,	Risby	
		Susan Do	Mar	Wife		34		Do	Whepstead	
		Arthur J Do	Un	Son	12			Do	Hengrave	
		Amos Do	Un	Son	11			Do	Do	
		John Do	Un	Son	7			Do	Do	
		Harriet Do	Un	Dau		6		Do	Risby	
		Walter Do	Un	Son	3			Do	Do	
87	Quays Farm	John D. Paine	Mar	Head	58		Farmer 500 acres emp 23 men 11 boys	Do	Tuddenham	
		Rachel Do	Mar	Wife		50		Do	Gt. Barton	
		George J. Do	Un	Son	17		Farmer's son	Do	Risby	
		Fanny W. Wing	Un	Comp.		23	Farmer's dau	Do	Cavenham	
		Elizabeth E. Short	Un	Serv.		25	Cook	Do	Cotton	
		Betay Kisson	Un	Serv.		18	Housemaid	Do	Lackford	

NOTE 1 (P.C. Simpson is not mentioned in the 1861 census returns for Risby)

NOTE 2 The census enumerator for Risby in 1861 was James Deer, aged 39, thatcher and woodman.

CASE STUDY - STEP 2

STEP 2 has two parts. The first part involves the selection of evidence that will allow the teacher and pupils in the classroom to explore two significant questions:

QUESTION 3 In what ways can we relate the local with the regional/national/international in terms of this case study?

QUESTION 4 What questions are raised but not resolved by the study of the evidence we select for consideration in seeking answers to QUESTION 3?

The evidence may come from a local source (the local Record Office or Public Library), from school textbooks in the classroom, or history books in the school library.

Pupils are encouraged to use available textbooks and books in the school library to search for evidence that may help them with QUESTION 3. An example of one extract we have used is contained in DOCUMENT 6.

DOCUMENT 6 PALMERSTON AND PRISONS

"After it (the 1853 Penal Servitude Bill) became law, he was confronted with repeated demands that it should be modified, and that the prisoners released on ticket-of-leave should be compelled to report to the police, and otherwise placed under observation; and he was also urged to make conditions in prison harsher, and the food less palatable. He ordered that prisoners should be compelled to undertake the strenuous labour on the crank, as well as on the existing system of the treadmill; but for the moment he resisted the attacks on the ticket-of-leave system. Ten years later, when he was Prime Minister, he surrendered completely to popular pressure on this point, though it was not until after his death that the Government imposed those harsher conditions for prisoners which led, in turn, to the reaction in favour of milder treatment which began in 1895, and has continued to the present day."

Jasper Ridley, (1970)
'Lord Palmerston' CONSTABLE
(p.409)

There follow five examples of writings by people using the case study about Thomas Edwards and the Hens' Eggs. CONTRIBUTIONS 1 to 3 are from teachers attending an L.H.C.P. WRITING HISTORY WORKSHOP in May 1977. CONTRIBUTIONS 4 and 5 are from two fifteen-year-olds in a Suffolk comprehensive school.

CONTRIBUTION 1

VILLAGE OF RISBY 1864

Attitudes of the people

The episode of 'Thomas Edwards and the Hens Eggs' illustrates a number of interesting aspects of Victorian morality.

In the first place, the moral theme is that stealing is wrong and ought to be punished severely, irrespective of the circumstances surrounding the case. For example, Edwards steals the eggs and is clearly in need of the food. He has six children and a wife. No account is taken of the fact that the case looks fixed. The constable was aware of stealing, he had marked the eggs and had waited patiently far into the night for his arrest. He succeeded, he obtained a conviction, the rights of the landowner were protected and Victorian hypocrisy carried on regardless.

It illustrates the devotion of the law and society of Victoria's reign to maintain the status quo at all costs. Today, at least, an element of compassion enters into all law cases of this type. The value of the stolen goods is taken into account, the needs of the individual involved in the case are considered and a 'humane' attitude prevails.

The best illustration of the Victorians' utter lack of compassion can be seen with the farmer, Mr. Payne. He is fifty-eight, married with four children, farms five hundred acres, and has thirty-four workmen or labourers under him. He cannot be short of money. Yet he is not willing to accept that his attitude towards Edwards is anything but vindictive. He is determined to get 'his pound of flesh' and his plea in court on behalf of clemency is nothing but a smokescreen. Mr. Payne was prepared to continue with a prosecution for the sake of four hens' eggs. He was prepared to say in court that the fate of Mrs. Edwards and her children was of less significance or import than four eggs. How hypocritical can people become?

It is also clear that the Bench was completely behind this morally unjustifiable situation. There is a strong implication that they felt fourteen days' hard labour to be far too lenient. To my mind it would be better to have all hens and their eggs destroyed rather than allow men of this character to participate and punish their fellow human beings in such a fashion.

CONTRIBUTION 2

WHAT REALLY DID HAPPEN ON THE NIGHT OF WEDNESDAY 2 JUNE 1864?

Having ascertained various indisputable facts, it is, nevertheless, very difficult to come to any accurate conclusions firstly because many vital pieces of information concerning the case seem to be lacking; secondly some of the evidence given is in dispute and thirdly, our explanations are coloured according to where our sympathies lie in this case, particularly when reading an account of it from a possibly conservatively-minded, rurally-based newspaper.

To take the first point - that we lack some vital pieces of information. We do not know, for example, whether the eggs were on the property of Mr. Paine, we do not know what Edwards' intentions were in taking the eggs. It would seem strange to steal four eggs at four o'clock in the morning, then walk towards the farm where they are purported to come from, and then still have the eggs in his pockets at dinner-time the same day; we do not know if Edwards did work for Paine; we do not know why the eggs were marked or if the nest was emptied; perhaps, more intriguingly, Edwards was not arrested straightaway but was only apprehended after Simpson had consulted with Paine and we are not told what this consultation involved.

As regards the documents themselves, there are certain facts in dispute such as Edwards' age, 43 in 1864 according to the Gaol Receiving Book and 42 according to the 1861 census. In 1864 he is recorded as having six children aged between 5 and 19, and yet in 1861, he was supposed to have had five children aged 3 to 12. It is possible he could have had an additional child by 1864, but then the eldest should have been 15, not 19.

The inconclusive evidence, together with the biased report of the court case in the newspaper leaves interpretation very open to the historian. Can we come to any balanced conclusions, or is it just to be left to the realm of the imagination and speculation? It is then that we look at the values, ideals, morals of the society and how they are reflected in the documents. At this point we can link the local with the national - for example the dichotomy between protecting property vigorously on the one hand, and trying to be paternalistic to employees on the other hand. In the same way the account of the Gaol of 1855 describes its "modernity." It has baths, hospital, as well as a treadmill where 70 men can work at one time! Also, in DOCUMENT 6 this dichotomy is reflected in the demands that prisoners should be treated more harshly after 1853, while some then revert to demands for milder treatment.

CONTRIBUTION 3

IN DEFENCE OF THOMAS EDWARDS

The case has now been reopened, and a defence has been prepared for Edwards:

"Does this man appear to you of devious character? Please note his entry in the 'Receiving Book.' Is he not clean; possessing of no infectious disease, and is he not well-clothed? Nor was he destitute, having upon his person at the time of arrest 5½d. Gentlemen, I ask you, does this sound like a man who would need to steal four measly hens' eggs?

Let us look at the case. My client has never contested that he had the eggs in his possession, nor did he ever make any attempt to conceal the fact. Had he considered these eggs to be stolen property, would Edwards have then walked up to the farm, having picked them up and carried them round with him whilst he carried out his day's work? Would he have still had them in his pocket when he arrived at home, and would he have surrendered them so readily to P.C. Simpson? I would suggest that this nest containing the eggs was common knowledge amongst the villagers, that the eggs were regularly taken by Payne's workers, and that, in fact, poor Mr. Edwards has fallen foul of a plot by his employer to make an example of one of his workers and make the rest of his workers realise their proper place in the world. The nest, which for years has been accepted as common property is now claimed, with little evidence, (except for Payne's own assertion that this is a private road), to belong solely to Mr. Payne purely for the purpose of asserting Payne's authority over his workers."

CONTRIBUTION 4

THOMAS EDWARDS AND THE HENS' EGGS

Thomas Edwards was born at Risby in Suffolk in 1819 and was 42 years old when he committed the crime. He had four sons and one daughter, ranging between three to twelve and a wife of thirty-four. Although in DOCUMENT 3 it says he has six children, this is less likely to be true as the census is more accurate than a prison form. He seems to have been an agricultural labourer all his life and from DOCUMENT 1 it seems he worked for Mr. Paine because P.C. Simpson says -

> "but I did not interfere with him then, as I thought he was going to look after the horses."

From DOCUMENT 3 we are told that he had brown hair, grey eyes and a fresh complexion, also that he had a scar down his right leg but was in a good state of health and that he was clean. His father was dead but we are not told about his mother. We are also told that he could not read or write and that he never went to school.

He was accused of stealing four hens' eggs from the residence of Mr. John D. Paine. P.C. Simpson was watching the farm so that must mean that it had happened before and it was at four o'clock in the morning he saw somebody take four eggs which he had marked a few days before he later went round to Edwards' house and arrested him.

Edwards was let off a heavy sentence because of the size of his family and because it was his first offence but was sentenced to fourteen days hard labour at Bury St. Edmunds Gaol which probably meant he had to work the treadmill. He was sentenced from the 8th June till the 21st June 1864.

Due to this Act, Edwards probably had a fairly bad time of it, not only working the treadmill but also the crank so I suspect he was well reprimanded by the time he got out because fourteen days would have seemed like years in these conditions and he would be unlikely to do it again. I read DOCUMENT 6 but I can see no relevance concerning the subject.

CONTRIBUTION 5

THOMAS EDWARDS AND THE HENS' EGGS

Thomas Edwards was born in Risby in 1821. When he grew up he became an agricultural labourer, working for a man named John D. Paine who employed 23 men and 11 boys to work on his land which was five hundred acres. They had 6 children according to the Bury St. Edmunds Gaol receiving book although the 1861 Risby census states he had 5. The receiving book says the eldest is nineteen and the youngest five, whereas the census says the eldest is twelve and the youngest three. In 1861 Edwards and his family are living at Number 2 Deers Cottages, Risby, though they had not always done so. Thomas Edwards has never been in trouble with the police before so he was a relatively good man. He is described in the receiving book as clean and decent. He is perfectly healthy, being neither blind, deaf or dumb, carries no infectious disease and is not lame or ruptured.

Thomas Edwards was accused of stealing four hens eggs from the farm of Mr. Paine (also spelt Payne in the same sentence). P.C. Simpson said he saw Thomas Edwards take the eggs and go to the farm but he did not interfere as he thought he was going to look after the horses. Later he went to the defendant's house and found four eggs in his pocket. He was later taken to a court in Bury where the bench found him guilty of stealing the eggs and as it was his first offence, sentenced him to fourteen days hard labour.

Thomas Edwards was taken to Bury St. Edmunds Gaol to fulfil his sentence. Here he had to work on a treadmill with seventy other men. He was put in a room where men of his own class were kept. He left on 21st June 1864.

Palmerston believed punishment not harsh enough at the time. This shows in the newspaper account of the court case where, although he pleaded guilty, Mr. Payne recommended him to mercy on account of his wife and children.

THE CASE STUDY APPROACH EXPLAINED

1. Local case studies exist to promote the writing of history.

2. The Thomas Edwards case is given as an example. The first task for a teacher interested in using this approach is the selection and collection of documents. Many counties have their own record offices. The documents for the Thomas Edwards study were found in the Bury St. Edmunds Record Office in Suffolk. Sometimes local materials concerning the past are to be found in the Public Library.

3. On what basis have the documents been selected? DOCUMENTS 1 and 3 have not involved selection except for the fact we have deemed the Hens' Eggs incident worthy of study. Remember that our first concern is people in a community outside the school gates. Documents about the local community in the past offer not only the opportunity for work using such evidence; they offer accessibility to the site or stage upon which the event took place. Thus, potentially the landscape, the architectural residue, the gravestones and present-day inhabitants can be used as sources of evidence.

4. DOCUMENTS 2, 4 and 5 have involved selection. They were chosen because they relate to the people and incident in question. DOCUMENTS 2 and 5 were also chosen for their potential to pose problems in the use of evidence.

5. The reason why the teacher should be responsible for setting up his own study rather than solely using those devised by others is simple. <u>If pupils have access to the designer of the study he can be held accountable for the choice of documents</u> - if he allows discussion of the questions.

6. With this structure of documents and questions, the classroom work centres upon the production of pieces of historical work - written, oral, artistic or dramatic. It may involve one class working in groups, or two different classes in the same school or classes in two local schools, depending upon who builds up the local case studies. The function of the classroom work is the exercise of judgement based on the available evidence. The function of the documents is to enable pupils to respond to the QUESTIONS in STEPS 1 and 2.

7. The procedure to be followed in STEP 1 is outlined at the beginning of the Thomas Edwards study. How the teacher interprets the procedure, together with the age and ability of the pupils he undertakes the work with must rest on his professional judgement. It is critical that the

pupils understand the word 'available.' In QUESTION 1 they are being asked to work only from the available evidence. Any results they produce must be seen as provisional. If new evidence, perhaps contradictory evidence, emerges in the light of further research, the story may need to be re-written. QUESTION 2 is included to promote the raising of questions. Those questions can give direction and momentum to follow-up work.

8. If STEP 2 is undertaken the study of related events outside the community can become part of the work. The school text-book or history books in the library may be used in the search for evidence to consider QUESTION 3. Depending upon the choice of local subject matter, those books may be seen as sources of evidence about related contemporary developments; in the case of the nineteenth century it might be the 1834 Poor Law Amendment Act, Factory Acts, the Repeal of the Corn Laws, Chartism, the Crimean War, educational developments, the 1867 Reform Act etc., etc.

9. Writing History

The purpose of undertaking a local case study is to write some history. CONTRIBUTIONS 1 to 5 are examples produced by people using the Thomas Edwards case study. It will be asked of the Project - "How can you expect users to write history when they don't know what history is all about?" Our response is as follows:

The very act of going through the processes of producing a piece of work is a necessary step if a person is ever to understand what history might be about. If the children produce pieces of work, be they written, oral, visual or dramatic - that for the moment is what history is. If you can provisionally accept that, the classroom work may proceed to the next stage. The work produced by the children may now be seen as evidence for further study - work that begins to look at such words as 'facts,' 'explanation,' 'speculation,' 'proof' and 'plausibility.' It is from the work produced that such discussions might start. It may be argued that one particular starting point are the differences and similarities in individual or group contributions. Some variety of approach may be seen in the five contributions given at the end of the Thomas Edwards study.

Take for example CONTRIBUTIONS 4 and 5, where the two fifteen year-olds have made use of the treadmill evidence. One states that Edwards had to work on the treadmill. The other, that he probably had to work the

treadmill. Those two statements could be presented to the class for consideration. They would have the original evidence available. Have the two writers misused the available evidence?

10. What the Project is saying to the teacher is this. "If you really want to judge what the case study approach is all about, create your own and try it out. It may involve one teacher working alone. It may involve two teachers in the same school or authority producing their own and exchanging the results. It could involve teachers in different counties - indeed in different countries." There follows the case study of Joseph Noël et le cri de Vive Henri V." Marcillé-Raoul, Ile et Vilaine 1851.

11. This French case study is included here because the Project has begun exploring the possibilities for such work within a European setting. The object would be for pupils to write some history about their local communities in the past and exchange the results of that work with their counterparts. Local history is not necessarily parochial.

CASE STUDY 2

JOSEPH NOËL ET LE CRI DE VIVE HENRI V

MARCILLÉ-RAOUL, ILE ET VILAINE

Aug-Nov 1851

Our concern is to find out what history people will write on the basis of the available evidence.

The case study approach in the classroom involves the pupils and teacher in -

CASE STUDY - STEP 1

STEP 1 has two parts. The first part has involved the selection of evidence relating directly to people in a past community near the school-gate. The second part will involve the pupils and the teacher in the classroom, submitting the chosen documents to two significant questions:

QUESTION 1 How far can the available evidence be legitimately squeezed to write some history?

QUESTION 2 What questions are raised but unresolved by the study of the evidence?

YOUR TASK

Subject the following documents in STEP 1 to the two questions above in work that has as its goal the writing of history - based on the evidence you have available.

DOCUMENT 1. EXTRAIT DU JOURNAL "JOURNAL DE RENNES"

COUR D'ASSISES D'ILLE ET VILAINE

Audience du 7 novembre

Joseph Noël est prévenu de cris séditieux pour avoir, à plusieurs reprises, le 10 août 1851, sur la place publique de Marcillé-Raoul, et dans un café situé sur cette même place, proferé le cri de Vive Henri V, disant enoutre qu'il était royaliste et qu'il se f.....de la république.

M. l'avocat général Poulizac insiste beaucoup pour établir le caractère séditieux du cri de vive Henri V. Crier vive Henri V, dit ce magistrat, c'est crier vive le retour à la Monarchie héréditaire et légitime, les institutions républicaines peuvent ne pas être agrées de tout le monde, elles ont les sympathies de M. l'avocat général, mais en présence du préambule de la Constitution qui déclare que la France s'est constituée en république, il y a délit à proférer un cri qui veut dire: A bas la république.

Dans une remarquable et éloquente plaidoierie qui captive constamment l'attention de l'auditoire, Me Denis reconnaît que la définition donnée par M. l'avocat général est parfaitement juste. Oui, crier vive Henri V, c'est manifester l'espérance d'un retour à la Monarchie héréditaire et légitime. Mais s'il y a délit dans la manifestation de cette espérance, de ce désir, pourquoi ne poursuit-on pas les hommes éminents, les journalistes distingués qui, chaque jour et par toutes les voix de la presse, discutent la forme républicaine, et demandent hautement que l'on reviennent à la Monarchie héréditaire et légitime? Pourquoi, par exemple, ne poursuit-on pas les conseils généraux qui en réclamant la révision totale et légale, ont, eux aussi, demandé le retour de la Monarchie?

M. l'avocat général. Un seul mot de rectification. Les conseils généraux n'ont point donné à leurs voeux un caractère séditieux. En demandant la révision totale et légale, ils sont restés dans les termes de la plus stricte légalité; il n'y avait donc pas lieu à poursuivre.

Me Denis. Je n'ai rien dit qui ne fût vrai. Le conseil général de la Loire-Inférieure a émis le voeu formel que la France renonce à la république pour revenir à la MONARCHIE HÉRÉDITAIRE ET LÉGITIME. Ce conseil est de votre ressort, Monsieur l'avocat général et vous ne l'avez pas poursuivi; le conseil général du Gard a émis un voeu semblable à celui de la Loire-Inferieure.

Après une courte délibération, le jury déclare, à la majorité de plus de sept voix, que le prévenu n'est pas coupable.

En conséquence, M le Président, ordonne immédiatement la mise en liberté de Joseph Noël.

JOURNAL DE RENNES
Echo de la Bretagne
mardi 11 novembre 1851

DOCUMENT 2 EXTRAIT DES RECENSEMENTS DE MARCILLE-RAOUL 1851

DESIGNATION	RUE	NOM DE FAMILLE	PRENOM	PROFESSION	ETAT CIVIL DES HABITANTS						AGE
					Garçons	Hommes Mariés	Veufs	Filles	Femmes Mariées	Veuves	
Latouche Ferme	Métairie	Lochet	Pierre	Laboureur		/			/		40
		Gendron	Perrine	femme							32
		Lochet	Josephine	fille				/			7
		Lochet	Pierre	fils	/						4
		Lochet	Léonie	fille				/			2
		Noël	Joseph	domestique	/						28
		Joulan	Cécile	domestique				/			19
		Lochet	Pierre	domestique	/						13
		Dupuy	Marie	domestique				/			14

Recensements de la commune de Marcillé-Raoul 1851

Département d'Ille et Vilaine
Arrondissement de Fougères
Canton d'Antran

Population de la commune 1851 923

CASE STUDY - STEP 2

STEP 2 has two parts. The first part involves the selection of evidence relating to the past that will allow the teacher and pupils in the classroom to explore two significant questions:

QUESTION 3 In what ways can we relate the local with the regional/national/international in terms of this case study?

QUESTION 4 What questions are raised but not resolved by the study of the evidence we select for consideration in seeking answers to QUESTION 3?

The evidence may come from a local source, (your local Record Office, or Public Library), from school textbooks in the classroom or history books in the school library.

YOUR TASK

As an example of STEP 2 in action, one can imagine a situation where the teacher and pupils are searching for evidence to consider from the available textbooks in the classroom, or history books in the school library. In the case of "Joseph Noël et le cri de Vive Henri V" the concern may be the general political situation in France at that time. What information can we glean from the available books and how can we use it in our task?

In addition we include for consideration in the French case study the following piece of evidence: a contemporary song of 1848.

LE VOTE UNIVERSEL

Tout français est électeur,
Quel bonheur ! Moi tailleur,
Toi doreur, lui paveur,
Nous v'là z'au rang d'homme.
C'droit qu'est not' sang, qu'est not' chair,
Nous coûte cher...
Or, mon cher (bis)
Faut savoir c'qu'on nomme !
Sachons bien (bis)
Elire un homme de bien.
Craignons bien (bis)
D'élire un propre à rien.

PART 2 COMPUTERISED NINETEENTH CENTURY CENSUS RETURNS

PART 2 COMPUTERISED NINETEENTH CENTURY CENSUS RETURNS

PART 2 describes experimental work in the field of computerised information retrieval undertaken by the Project using nineteenth century census enumerators' returns; there was no previous experience in Suffolk of work involving the computer and standardised historical documents. "You have about as much chance of success," said the cynics, "as pigs have to fly." Our response was to set up work to explore the following question:- "If the computer can take the labour out of information retrieval, what educational opportunities does that afford pupils and teachers?"

We chose nineteenth century census returns as one major source of evidence, because they, like history, are about people, and not only is the information standardised; it is also available nationwide. Teachers were making use of census returns before the computer came along but much classroom time had to be spent organising the information before it became usable. The work was inevitably parochial and more often than not we were giving cheap mathematics lessons.

By July 1977 the census returns of the following Suffolk parishes had been stored on the Ipswich Civic College computer, an ICL 1903 machine:- the 1851 parishes of Risby (population 433), Little Wratting (210), Somerleyton (627), Capel St. Mary (649), Groton (591), Fressingfield (1489), Ipswich, St. Nicholas Parish (1936), Claydon (540), Old Newton (792), Onehouse, including the Stow Union Workhouse (432), Haughley and Harleston (1051). The 1861 census returns for Risby (427) as well as those for 1871 (423) are also available.

How did we set about building up these computer files? FIGURE 1 shows the sorts of information contained in an 1851 census enumerator's return. The same information is available in the returns for 1861 and 1871. These are available from the Public Record Office in London. Alternatively, as is the case here in Suffolk, they may be on microfilm in your local Record Office.

In describing the processes we went through, it is important to state the principles we worked from. If pupils were to be the users of print-out, the end-product had to be in English. If pupils were to have access to what the census enumerator had written down we had to adhere to the original even if, for example, he had written 'illegitimate son of wife' in the occupation column.

Our first step was to seek advice from our local computing centre at the Ipswich Civic College on the construction of a data capture sheet. It is by means of this sheet that the information has to be transcribed from the original into a form that the computer can accept. An instruction booklet indicates for transcribers the rules to be followed; the occupations coding scheme we used came from our contact with the Schools Council 'Computers in the Curriculum Project' and is based on that of Booth/Armstrong published in 'Nineteenth Century Society' editor E.A. Wrigley (CUP 1972). Computers may be fast sorters but in our case the human hand had to do the transcription. Whose hand? At the beginning it was the Project staff but the aim now is to encourgage pupils, teachers and interested parents to undertake this work. We have just received the transcribed returns for the parish of Stowupland - work done by post O level 5th formers at Stowmarket High School. With this process complete, the information in its new form is punched onto cards, and the first print-out produced (FIGURE 3). This is then checked for errors.

Before the information can be manipulated decisions have to be made about the necessary computer software to undertake the manipulation. We decided not to ask computer scientists to design special programs to retrieve information. It was simpler in our position to use an already existing general purpose information retrieval system called FIND developed by International Computers Limited [1]. When this is set up, we are ready to roll.

FIGURES 3, 4 and 5 show selected extracts for three questions sent in by a Suffolk middle school teacher. They are included to show how the computer selects information according to the questions that have been asked. Readers will be able to examine this with special reference to the Worsters and Fairs families (see FIGURE 1). The examples refer only to the 1851 Groton census. The same questions could have been asked with reference to a combination of other communities whose census returns are available in computer form. A statistical breakdown for each question posed is provided with the computer print-out but not shown here for reasons of space.

A pupil studies his own local census and comes across a nine year-old agricultural labourer. The computer provides him with information from other communities to study the question of children and work. On the other hand, the teacher may wish to produce a range of computer-produced work-sheets for classroom use. The teacher decides the questions: "How many sons followed their father in the same occupation? - what occupations did unmarried women go into? - what occupational groups were to be found in local workhouses between 1851 and 1871? - how far did Risby inhabitants go when they left the village?- were lodgers young and skilled?" The class may be exploring Victorian

FIGURE 1

1851 CENSUS OF GROTON, SUFFOLK

Schedule No.	Address	Name	Relation to Head of Fam	Condition	AGE M	AGE F	Rank/Prof/Occupation	Where Born		Bl/Df/Dumb
105.	Swan Street	William Worsters	Head	Mar	34		Tailor	Suffolk,	Melford	
	Do	Sarah Elizabeth Do.	Wife	Mar		38	Dressmaker	Do	Groton	
	Do	Mary Ann Stribling	Dau-in-Law	Un		11	Scholar	Do	Boxford	
	Do	Henry Do	Son-in-Law	Un	9		Scholar	Do	Do	
106.	Do	Samuel Fairs	Head	Mar	63		Journeyman Bricklayer	Do	Do	
	Do	Mary Do	Wife	Mar		62	Laundress	Do	Polstead	
	Do	William Do	Son	Un	32		Shoemaker	Do	Boxford	
	Do	Sarah Do	Dau	Un		22		Do	Groton	
	Do	Robert Do	Grandson	Un	5		Scholar	Essex,	Birch	

FIGURE 2

CENSUS DATA CAPTURE SHEET

CARD 1. SCHEDULE	STREET/ROAD	HOUSE NO	INHABITED	FORENAME	SURNAME	RELATION	HOUSEHOLD	FAMILY	CONDITION	SEX	AGE-YEARS	AGE-MONTHS	
106	SWAN STREET		I	SAMUEL	FAIRS	H	5	4	M	M	63		1
(1-3)	(4-23)	(24-26)	(27)	(28-37)	(38-53)	(54)	(55-56)	(57-58)	(59)	(60)	(61-63)	(64-65)	(80)

CARD 2. SCHEDULE	OCCUPATION	OCC CODE	STATUS	COUNTY-BORN	TOWN-BORN	BLIND/DUMB	
106	JOURNEYMAN BRICKLAYER	30202	J	SUFFOLK	BOXFORD		2
(1-3)	(4-33)	(34-38)	(39)	(40-54)	(55-69)	(70)	(80)

FIGURE 3

INPUT LIST - FIRST PRINT-OUT OF CENSUS INFORMATION

```
106     SWAN STREET                    I  SAMUEL     FAIRS          H  5  4  M  M  63
        JOURNEYMAN BRICKLAYER             30202  JSUFFOLK         BOXFORD
```

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FIGURE 4 GROTON 1851 OUTSIDERS NOT BORN IN GROTON

SCHEDULE	FORENAME	SURNAME	AGE-YR	OCCUPATION	COUNTY-BORN	TOWN-BORN
105	WILLIAM	WORSTERS	034	TAILOR	SUFFOLK	MELFORD
105	MARY ANN	STRIBLING	011	SCHOLAR	SUFFOLK	BOXFORD
105	HENRY	STRIBLING	009	SCHOLAR	SUFFOLK	BOXFORD
106	SAMUEL	FAIRS	063	JOURNEYMAN BRICKLAYER	SUFFOLK	BOXFORD
106	MARY	FAIRS	062	LAUNDRESS	SUFFOLK	POLSTEAD
106	WILLIAM	FAIRS	032	SHOEMAKER	SUFFOLK	BOXFORD
106	ROBERT	FAIRS	005	SCHOLAR	ESSEX	BIRCH

FIGURE 5 GROTON 1851 JOBS OF WIVES

FORENAME	SURNAME	AGE-YR	OCCUPATION	SCHEDULE
SUSAN	GRIGGS	043	LAUNDRESS	005
ELLEN F	STREET	023	FARMERS WIFE	007
ANN	CROSBY	040	SHOE BINDER	014
ELIZABETH	TOWNS	024	DRESSMAKER	020
CAROLINE	VINCE	073	FARMERS WIFE	029
SARAH	GRIGGS	026	SCHOOL MISTRESS 5POOR CHILDREN	051
MARY	MANNING	071	FARMERS WIFE	054
SUSAN	WORTERS	069	FARMERS WIFE	056
SARAH	WORTERS	040	FARMERS WIFE	057
ANN	FEARIS	039	DAIRY WOMAN	074
SARAH	HOLDEN	039	DAIRY WOMAN	076
HANNAH	SPOONER	079	PAUPER	077
MARY	UNDERWOOD	040	CHARWOMAN	099
SARAH E	WORSTERS	038	DRESSMAKER	105
MARY	FAIRS	062	LAUNDRESS	106

FIGURE 6

Codes for relationship column on print-out below

- **H** Head of House
- **I** In-law son/daughter
- **G** Grandson/Grand-daughter
- **J** In-law/mother/father
- **L** Lodger

GROTON 1851

HOUSEHOLDS WITH MEMBERS OUTSIDE IMMEDIATE FAMILY (nuclear)

FORENAME	SURNAME	OCCUPATION	AGE-YR	COUNTY-BORN	TOWN-BORN	REL	SCHEDULE
JAMES	TRICKER	SADDLER & HARNESS MAKER EMP2MN	052	SUFFOLK	HADLEIGH	H	104
WILLIAM	WORSTERS	TAILOR	034	SUFFOLK	MELFORD	H	105
MARY ANN	STRIBLING	SCHOLAR	011	SUFFOLK	BOXFORD	I	105
HENRY	STRIBLING	SCHOLAR	009	SUFFOLK	BOXFORD	I	105
SAMUEL	FAIRS	JOURNEYMAN BRICKLAYER	063	SUFFOLK	BOXFORD	H	106
ROBERT	FAIRS	SCHOLAR	005	ESSEX	BIRCH	G	106
WILLIAM	HOLDER	MASTER BRICKLAYER EMP 2 MEN	050	SUFFOLK	GROTON	H	107
ELLEN	HOLDER		074	DURHAM	DURHAM	J	107
HANNAH	HOWE	SCHOOL MISTRESS	054	SUFFOLK	GROTON	H	108
JOSEPH	GITTENS	INLAND REVENUE OFFICER	049	KENT	FOLKESTONE	L	108
GEORGIANA	GOODEN	SCHOLAR	005	SUFFOLK	GROTON	G	108

attitudes to foreigners - "were there foreigners in the area and where did they come from?" On the other hand, the teacher may set up classroom work where the pupils are asked to design questions; here the accent is on the posing of questions by the pupils themselves. Alternatively, children can be encouraged to devise hypotheses based on the study of their own local census returns which may or may not be in computer form. "In the census I have been studying none of the shepherds or farm bailiffs were born within ten miles of the community they were living in in 1851. Does this mean that only outsiders got the better jobs?"

It is important to state that we have sought to use the computer in a way that does not provide pupils with answers except in obvious statistical senses like an age structure breakdown. The computer sorts and lists. It removes what is not relevant. From the information, it is hoped that children will construct answers that the evidence warrants - <u>for computer print-out is no more than another source of evidence about which judgements have to be made</u>.

It would be libellous to say at this stage that the history classrooms of Suffolk schools are littered with computer print-out. However, the computer as a 'resource-generating mechanism' has been used in history courses for pupils aged eight to eighteen, including project examination work at C.S.E., G.C.E. and Advanced Level. Print-out is used to service individual, small group and class enquiries in the fields of local and comparative history.

It is in the field of comparative local history that the case for the computer seems strongest. The comparative work may be based on communities within one county or communities across counties in the United Kingdom. Comparisons might even be between communities in different countries. The computerised extract in FIGURE 7, taken from the 1876 census of Montigny-sur-Vingeanne, near Dijon in France, shows a similarity with our own local returns.

Let us imagine now that you wish to explore setting up a computer resource in your own area. It would involve a co-operative enterprise with computer colleagues. One question they might ask is whether you want to use an interactive or a batch system to retrieve the information. An interactive system assumes a terminal in the school; this allows immediate contact with the computer data bank but can be expensive and does not permit the sort of print-out you see in FIGURES 4,5 and 6. The system we use in Suffolk is batch which means a wait of at least four days between question and answer. Another problem is the question of transcription. Transcription takes time and demands accuracy. It is the

FIGURE 7

MONTIGNY SUR VINGEANNE FRANCE

1876 CENSUS

FORENAME	SURNAME	REL	AGE-YR	COUNTY-BORN	TOWN-BORN	OCCUPATION
FRANCOIS	CORNUBERT	H	040	LA COTE D'OR	MONTIGNY	CULTIVATEUR
MARGUERITE	NEE BOURGEOIS	W	038	LA COTE D'OR	MONTIGNY	
MARIE	CORNUBERT	D	013	LA COTE D'OR	MONTIGNY	
PIERRE	FION	H	066	LA COTE D'OR	MONTIGNY	MANOUVRIER
MARIE	NEE FAIVRE	W	053	LA COTE D'OR	TOUTENELLE	
MELANIE	FION	D	020	LA COTE D'OR	MONTIGNY	COUTURIERE
FRANCOIS	GIRARDOT	H	046	LA COTE D'OR	MONTIGNY	CULTIVATEUR
COLETTE	NEE BOICHETET	W	041	LA COTE D'OR	MONTIGNY	
AUGUSTINE	GIRARDOT	D	010	LA COTE D'OR	MONTIGNY	
JEAN	DROUAILLER	H	062	HAUTE SAONE	PRELOT	MANOUVRIER
COLETTE	NEE LASSEBILLE	W	060	LA COTE D'OR	MONTIGNY	SAGE FEMME
CLAUDE	POINSON	H	078	LA COTE D'OR	MONTIGNY	PROPRIATAIRE CULTIVATEUR
DIDIERE	NEE JACQUIN	W	077	LA COTE D'OR	MONTIGNY	
FRANCOIS	POINSON	H	049	LA COTE D'OR	MONTIGNY	PROPRIATAIRE CULTIVATEUR
ALEXANDRE	POINSON	S	021	LA COTE D'OR	HERNAY	
NICHOLAS	LALLEMAND	H	053	HAUTE SAONE	CHAMPLITTE	MESSAGER
MARGUERITE	NEE CHALEAU	W	048	LA COTE D'OR	MONTIGNY	
BERNARD	PERREAU	H	037	LA COTE D'OR	VENANDY	FERBLANTIER
MELANIE	NEE LALLEMAND	W	028	LA COTE D'OR	MONTIGNY	MARCHANDE AU DETAIL
CAMILLE	PERREAU	S	010	LA COTE D'OR	MONTIGNY	
MARIE	PERREAU	D	007	LA COTE D'OR	MONTIGNY	
HERVE	GELIN	H	038	LA COTE D'OR	MONTIGNY	NEGOCEANT
APOLLONIE	NEE BONY	W	035	LA COTE D'OR	MONTIGNY	
ANTOINE	MAITREJEAN	X	029	HAUTE SAONE	AMIEND	DOMESTIQUE
CLAUDE	BOURGEOIS	H	059	LA COTE D'OR	MONTIGNY	PROPRIATAIRE CULTIVATEUR
AGATHE	NEE FEBRE	W	050	LA COTE D'OR	MONTIGNY	
JOSEPH	BOURGEOIS	S	020	LA COTE D'OR	MONTIGNY	
NICHOLAS	CORNUBERT	H	060	LA COTE D'OR	MONTIGNY	JARDINIER
FRANCOIS	DROUAILLER	H	039	LA COTE D'OR	MONTIGNY	PROPRIATAIRE CULTIVATEUR
ELIZABETH	NEE BOURGEOIS	W	034	LA COTE D'OR	PIMILLY	

Rel. Code

32 H = Head
W = Wife
D = Daughter
S = Son
X = Servant

length of time involved that causes objections. Let us look at the problem this way. We start by assuming you have available for classroom use your own local 1851 census in non-computer form. You involve the children in manual work searching for the information that will answer the questions being studied. The class benefits from this manual work. Let us now assume you involve the children in manual work transcribing the data for entry into a central computer resource. The class will benefit and so too will other schools wanting access to your local information for comparative and other purposes. If you see all this as slavery, there may be consolation in comparing the work of a galley slave and one helping to build an Athenian town house.

On the basis of its experiences the Project would put forward the following points when considering the case for the computer. They presuppose an interest in the use of information, and an acceptance that the following statement is not totally valid:- "History in schools is not concerned with the study of detail but with the study of the results of those details."

On the basis of the availability of computer print-out pupils may -

1. explore three significant questions -
   a) how do we know that this print-out is an accurate representation of the information contained in the original?
   b) how far can the available evidence be squeezed?
   c) what questions are raised but unresolved by the study of this evidence?
2. ask questions with the expectation of receiving information that might provide answers -
3. develop hypotheses and test their degree of validity or invalidity -
4. explore the idea of generalisation -
5. explore the question "What constitutes an adequate sample upon which to base a generalisation?"
6. explore the idea of continuity and change within communities and the idea of similarity and difference between communities.

REFERENCE

1 "Information Retrieval in Schools" published by Computer Education in Schools, Computer House, 322 Euston Road, London N.W.1. 3BD April 1976

AN INTERACTIVE INFORMATION RETRIEVAL FACILITY

In September 1977, an interactive information retrieval facility was established for use in those Suffolk schools with terminals. The 1851 census returns for St. Nicholas' Parish, Ipswich is stored on the ICL 1904S computer at the Suffolk Local Authorities Computer Unit (S.L.A.C.U.), Milner House, Ipswich. For details of this, please contact either David Penrose or Peter Reynolds.

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PART 3

COMPUTER PRINT-OUT

IN

THE CLASSROOM

EXAMPLE A	Pages 30-32	The Idea of Continuity and Change.
EXAMPLE B	Pages 32-37	Exploring the Idea of Generalisation.
EXAMPLE C	Pages 38-41	Squeezing the Available Evidence.
EXAMPLE D	Page 42	A Statistical Print-out.
EXAMPLE E	Pages 43-44	Foreigners in Risby - 1871. A Discussion Between a Maths and a History Teacher.
EXAMPLE F	Pages 45-47	Information for Comparative Purposes.

PART 3 SOME CLASSROOM WORK INCORPORATING COMPUTER PRINT-OUT

EXAMPLE A

The Idea of Continuity and Change

1. Introduction The assumption is made that you have access to computer print-out of nineteenth century census returns for an accessible local area outside the school-gate. The example in this lesson is based on Wolsey Street in the parish of St. Nicholas, Ipswich.

2. Outdoor Work TEACHER'S CONCERNS.....the collection of information through use of powers of observation.

ACTIVITY.....take the class to Wolsey Street with notebooks and pencils. Their task is to collect information about the type of street it is, and the use to which the buildings and open spaces are put today.

3. Class Work TEACHER'S CONCERNS.....putting the information collected to use.

ACTIVITY.....the class is asked to use the information they have collected to produce a description of Wolsey Street today. (The street is deserted in terms of dwelling houses. What use of buildings there are is commercial).

TEACHER'S CONCERNS.....comparative work with a past age, in this case 1851.

ACTIVITY.....the class is provided with DOCUMENT A (see page 31) computer print-out giving selected information about all the heads of house in Wolsey Street in 1851. The computer as a resource-generating machine can provide sufficient for a class of 30. The question the class is asked to address is:-

"How far can this evidence be squeezed to tell us about Wolsey Street in 1851?

4. New Avenues

Return to Wolsey Street with class, to search for architectural evidence about the street those people in 1851 would have known. (Does your Record Office have photographs to help? See p. for one of Wolsey Street).	Discussion work, which tries to produce reasons to account for the changes.	Seek out local people who may be interviewed in work plotting the changes in Wolsey Street through time - the street as they remember it. Do they have photographs?

DOCUMENT A Computer Print-out giving selected information about Heads of House from the 1851 census returns for Wolsey Street, Ipswich.

26/01/77

ST NICHOLAS IPSWICH 1851 709 WOLSEY STREET JOBS OF HEADS OF HOUSE

SCHEDULE	FORENAME	SURNAME	AGE-YR	OCCUPATION	HOUSEHOLD	FAMILY
105	GEORGE	GREATHEAD	051	GUARD ON HM MAIL SERVICE	02	02
106	JOHN	BRIDGES	040	PORTMASTERS BOATMAN AT CUSTOMS	07	07
107	JAMES	KEMP	041	MASTER MARINER	02	02
108	SARAH	WORTHY	073	MOTHER PAINTERS WIDOW	04	01
109	SARAH	JENNINGS	056	RETIRED SCHOOLMASTER	01	01
110	ELIZABETH	SIMPSON	076	ANNUITANT	01	01
111	SAMUEL	ANDREWS	050	MERCHANTS CLERK	06	06
112	JAREB	HILL	055	BLACKSMITH	05	05
113	WILLIAM A	HOLLICK	048	APPRAISER & VALUER	03	02
114	JAMES	FULCHER	054	INNKEEPER	04	04
115	SAMUEL R	AKERS	032	RAILWAY CLERK	06	04
116	AMY	ORMAN	048	LODGING HOUSE KEEPER	03	03
118	WILLIAM	COLLINS	039	POST OFFICE CLERK	06	05
119	JAMES	BLOOMFIELD	031	PLATE LAYER EN RAILWAY	02	02
120	JOSEPH	HEMPSON	037	JOURNEYMAN GROCER	06	04
121	WILLIAM	SPARROW	034	JOURNEYMAN BAKER	01	01
122	ROBERT	KEARY	039	TAILOR	07	06
123	GEORGE	BLACK	031	MASTER BAKER	04	01
124	REBECCA	THOMAS	064	ANNUITANT	01	01
125	ISABELLA	HUMPHRIES	051	RECEIVING PARISH RELIEF	03	03
126	LUCY	WRIGHT	050	UPON INCOME	04	04
127	STEPHEN	SCARFE	023	JOURNEYMAN MILLER	02	02
128	ROBERT	ABBOT	022		02	02
129	WILLIAM	PAGE	023	JOURNEYMAN CARPENTER	03	03
130	JOHN	BRINKLEY	022	SLATER	02	02
131	JAMES	MOSS	024	JOURNEYMAN CARPENTER	03	03
132	JOHN	GARROD	024	LABOURING BLACKSMITH	02	02
133	AARON	BRADSTREET	032	CARPENTER JOURNEYMAN	03	03
134	JOHN	LOCK	025	JOURNEYMAN MILLER	04	04
135	CHARLES	THING	039	GARDENER	07	06
136	HENRY	HOWELL	028	LABOURER	05	05
137	ALFRED	PALMER	026	WHITESMITH JOURNEYMAN	02	01
138	HENRY	LOWDEN	052	BAILIFF OF COUNTY COURT	02	01
139	ROBERT	SHEAD	026	JOURNEYMAN CARPENTER	07	06

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DOCUMENT B Late nineteenth century photograph of Wolsey Street, Ipswich.
(Suffolk Record Office, Ipswich)

EXAMPLE B

Exploring the
Idea of Generalisation

1. Introduction

In this example, divided into two parts, there is no outdoor work. The concerns are different, but the starting point is the same document (DOCUMENT A Page 31) that was used for comparative purposes in EXAMPLE A. The first discussion takes place at a Teachers' Centre, where teachers meet to discuss the question of computerised information retrieval. The second discussion takes place in a classroom.

DISCUSSION 1

CHAIRMAN'S CONCERN.....use of information to see possible patterns within and across columns of information..... exploring the idea of 'generalisation.'

ACTIVITY.....the group is provided with DOCUMENT A (see page), and faced with the question:-

"How far can this evidence be squeezed?"

Chairman. How far can this evidence be squeezed?

(12 second silence)

Teacher A. How do we know this information is correct. We do not have the original census enumerator's returns in front of us?

Teacher B. Even if it were the original, how would we know that that was correct?

Teacher C. We wouldn't. He could have made some mistakes himself. In one community we were looking at there was a thirty-four year-old head of house whose occupation was scholar.

Teacher A. (to Chairman). With respect, I'm not sure that your question is the right one. You've given us computer print-out. Now, someone has had to transcribe that information from the original document into a form that the computer can accept. There could be mistakes.

Chairman. All right. That's fair. The Local History Classroom Project...

Teacher D. The what?

Chairman. ...the Local History Classroom Project did the transcription. They claim in their hand-out that they have not changed anything from what was in the original document.

Teacher A. It would have been better if the person using the data was responsible for transcribing it into the form necessary for the computer to be able to deal with it.

Teacher E. That's the trouble with you mathematicians. If it is not absolutely accurate, you get all hung up about it. Let's keep the Chairman happy, and try and answer his question.

Teacher A. You've missed the point completely. I'm not going to start building pictures of Wolsey Street on the basis of computer evidence that I'm not responsible for. At the extreme, these names could be fictitious, made up by the Local History Classroom Project.....just to make fools of us.

Teacher E. Rubbish. It's more than their life would be worth.

Teacher A. Can you deny it's not a possibility without checking the originals, which we haven't got here? If you're using computers in this way, you've got to do your own thing.

Chairman. Er - or I presume start from the position - er - where you say "On the basis of this evidence, DOCUMENT A, which I will accept provisionally as the best available, I will go ahead...

Teacher A. (politely, not to cause effect) "Choose yourself."

Two days later, Teacher E uses DOCUMENT A (see page 31) with a group of 30 pupils in his classroom.

TEACHER'S CONCERN.....use of information to see possible patterns within and across columns of information..... exploring the idea of '<u>generalisation</u>.'

ACTIVITY.....every pupil can see DOCUMENT A and the question on the board:-

HOW FAR CAN THIS EVIDENCE BE SQUEEZED?

DISCUSSION 2

Pupil A. You could say that the biggest group of jobs that can be found in Wolsey Street in 1851 centred around the occupation of journeyman.

Pupil B. What's a 'journeyman?'

(Pupil B is despatched to the library to find out. When he returns with the Shorter Oxford English Dictionary, he reads the following to the class).

Pupil B. Journeyman - one, who, having served his apprenticeship to a handicraft or trade, is qualified to work at it for day's wages; a qualified mechanic or artisan who works for another. Distinguished on one side from an apprentice, on the other from a master.

Pupil C. (known to the class as 'Eagle Eyes'). Do you think William Sparrow worked for George Black in Wolsey Street in 1851? He lived next door but one.

Pupil D. (after a minute's silence, while the class worked out what Eagle Eyes was on about). He must have done.

Pupil E. You can't prove it. Is this all about the apprenticeship stuff you taught us about last year, Sir?

Teacher. Yes. Let's concentrate on journeymen as a group. What else can we say about them from the available information?

The group work at this and come up with the statements that relate age to the occupation category, and the jobs associated with the word 'journeyman.'

The teacher then hands out the computer print-out which gives details about apprentices, journeymen and masters from the 1851 census returns for the whole of St. Nicholas' Parish, Ipswich. (See pages 35 to 37 for the print-out).

He puts two questions on the board:-

1. ARE YOUR GENERAL STATEMENTS ABOUT JOURNEYMEN, MADE ON THE BASIS OF EVIDENCE FROM WOLSEY STREET, STILL SOUND WHEN YOU STUDY THIS ADDITIONAL INFORMATION?

2. WHAT GENERAL STATEMENTS CAN YOU MAKE ABOUT APPRENTICES, JOURNEYMEN AND MASTERS ON THE BASIS OF THE AVAILABLE EVIDENCE?

ST NICHOLAS IPSWICH 1851 APPRENTICES

ROAD	REL	CONDITION	SEX	OCCUPATION	COUNTY-BORN	TOWN-BORN	AGE
QUEEN STREET	L	U	M	APPRENTICE GROCER	SUFFOLK	SUDBURY	017
ST NICHOLAS STREET	A	U	M	BAKER & CONFECTIONER	SUFFOLK	STOWMARKET	016
ST NICHOLAS STREET	A	U	M	BOOT & SHOEMAKER	SUFFOLK	IPSWICH	016
ST NICHOLAS STREET	D	U	M	APPRENTICE BOOKBINDER	SUFFOLK	IPSWICH	015
ST NICHOLAS STREET	A	U	M		ESSEX	MISTLEY	015
ST NICHOLAS STREET	D	U	F	APPRENTICE MILLINER	SUFFOLK	OTLEY	014
NEW MARKET STREET	B	U	M	PRINTERS APPRENTICE	ESSEX	MISTLEY	017
NEW MARKET STREET	D	U	M	CORK CUTTERS APPRENTICE	SUFFOLK	IPSWICH	017
PRIORY PLACE	D	U	M	APPRENTICE HARDWARE MAKER	SUFFOLK	EYE	015
PRIORY PLACE	I	U	M	APPRENTICE CIGAR MAKER	SUFFOLK	EYE	014
ST NICHOLAS CH YARD	D	U	M	APPRENTICE TO CARPENTER	SUFFOLK	IPSWICH	015
PRIORY STREET	D	U	M	CARPENTERS APPRENTICE	SUFFOLK	IPSWICH	017
PRIORY STREET	D	U	M	APPRENTICE	SUFFOLK	HADLEIGH	017
PRIORY STREET	D	U	M	CARPENTERS APPRENTICE	SUFFOLK	IPSWICH	016
CARDINAL STREET	D	U	M	BOOKSELLERS APPRENTICE	SUFFOLK	WETHERDEN	014
CARDINAL STREET	I	U	M	CARPENTERS APPRENTICE	SUFFOLK	HADLEIGH	015
CARDINAL STREET	D	U	M	PUPIL TEACHER	SUFFOLK	IPSWICH	017
WOLSEY STREET	D	U	M	COACH PAINTERS APPRENTICE	SUFFOLK	NEWBOURNE	019
WOLSEY STREET	D	U	M	BRICKLAYERS APPRENTICE	SUFFOLK	NEWBOURNE	016
PORTMAN STREET	A	U	M	BLACKSMITHS APPRENTICE	SUFFOLK	IPSWICH	014
JAMES STREET	D	U	M	APPRENTICE TURNER	SUFFOLK	IPSWICH	019
JAMES STREET	D	U	M	APPRENTICE COACH BUILDER	SUFFOLK	IPSWICH	015
CURRIERS LANE	D	U	M	APPRENTICE SHOEMAKER	SUFFOLK	IPSWICH	020
CURRIERS LANE	D	U	M	APPRENTICE & SHOEMAKER	SUFFOLK	WASHBROOK	015
FRIARS STREET	D	U	M	APPRENTICE PRINTER	NORTHUMBERLAND	LONGHOUGHTON	016
FRIARS STREET	D	U	M	APPRENTICE CABINET MAKER	MIDDLESEX	SHOREDITCH	018
PRINCES STREET	D	U	M	APPRENTICE TO CABINETMAKER	SUFFOLK	IPSWICH	019
DIAL PLACE	D	U	M	APPRENTICE	SUFFOLK	IPSWICH	015
DIAL PLACE	D	U	M	APPRENTICE	SUFFOLK	IPSWICH	015
DIAL PLACE	D	U	M	APPRENTICE MOULDER	SUFFOLK	STOWMARKET	019
DIAL PLACE	D	U	M	APPRENTICE PAINTER	SUFFOLK	STOWMARKET	016
DIAL PLACE	D	U	M	APPRENTICE PAINTER	SUFFOLK	IPSWICH	018
DIAL PLACE	D	U	M	APPRENTICE AT HOME	SUFFOLK	IPSWICH	016

Note See page 37 for explanation of codes in the Relationship to Head of House (Rel) column.

ST NICHOLAS IPSWICH 1851 — JOURNEYMEN

ROAD	REL	CONDITION	SEX	OCCUPATION	COUNTY-BORN	TOWN-BORN	AGE-
QUEEN STREET	H	M	M	JOURNEYMAN COOPER	SUFFOLK	NEEDHAM	063
QUEEN STREET	H	M	M	JOURNEYMAN MILLER	SUFFOLK	MICKFIELD	050
ST NICHOLAS STREET	H	M	M	JOURNEYMAN GARDENER	ESSEX	GT OAKLEY	051
NEW MARKET STREET	H	M	M	JOURNEYMAN COACH MAKER	ESSEX	MISTLEY	024
FRIARS ROAD	H	M	M	TAILOR & JOURNEYMAN	SUFFOLK	IPSWICH	032
FRIARS BRIDGE ROAD	H	M	M	BUTCHER JOURNEYMAN	ESSEX	DEDHAM	062
PRIORY STREET	H	U	M	TAILOR JOURNEYMAN	IRELAND	BELFAST	031
PRIORY STREET	D	U	M	JOURNEYMAN CARPENTER	SUFFOLK	IPSWICH	018
PRIORY STREET	H	M	M	JOURNEYMAN CARPENTER	SUFFOLK	IPSWICH	035
PRIORY STREET	H	M	M	JOURNEYMAN TAILOR	SUFFOLK	IPSWICH	048
PRIORY STREET	H	M	M	BLACKSMITH JOURNEYMAN	SUFFOLK	ORFORD	029
PRIORY STREET	B	U	M	BLACKSMITH JOURNEYMAN	SUFFOLK	ORFORD	027
CARDINAL STREET	D	U	M	CLOCK MAKER JOURNEYMAN	SUFFOLK	IPSWICH	020
CARDINAL STREET	D	U	M	JOURNEYMAN CARPENTER	SUFFOLK	IPSWICH	019
CARDINAL STREET	I	M	M	JOURNEYMAN PAINTER & GLAZIER	SUFFOLK	IPSWICH	025
CARDINAL STREET	D	U	M	PRINTER JOURNEYMAN	SUFFOLK	IPSWICH	016
CARDINAL STREET	H	M	M	CARPENTER JOURNEYMAN	NORFOLK	WYNDHAM	027
CARDINAL STREET	H	M	M	PAINTERS JOURNEYMAN	SURREY	PUTNEY	040
CARDINAL STREET	H	M	M	PLUMBER JOURNEYMAN	NORFOLK	NORTH LOPHAM	027
CARDINAL STREET	H	U	M	JOURNEYMAN CARPENTER	SUFFOLK	IPSWICH	021
CARDINAL STREET	H	M	M	JOURNEYMAN CARPENTER	SUFFOLK	IPSWICH	030
CARDINAL STREET	H	M	M	JOURNEYMAN BLACKSMITH	CAMBRIDGESHIRE	SOHAM	035
WOLSEY STREET	H	M	M	JOURNEYMAN GROCER	ESSEX	LT OAKLEY	037
WOLSEY STREET	H	M	M	JOURNEYMAN BAKER	SUFFOLK	IPSWICH	034
WOLSEY STREET	H	M	M	JOURNEYMAN MILLER	SUFFOLK	HINTLESHAM	023
WOLSEY STREET	H	M	M	JOURNEYMAN CARPENTER	SUFFOLK	IPSWICH	023
WOLSEY STREET	H	M	M	JOURNEYMAN CARPENTER	SUFFOLK	SUDBOURNE	024
WOLSEY STREET	H	M	M	CARPENTER JOURNEYMAN	SUFFOLK	CLAYDON	032
WOLSEY STREET	H	M	M	JOURNEYMAN MILLER	SUFFOLK	HOLLESLEY	025
WOLSEY STREET	H	U	M	WHITESMITH JOURNEYMAN	SUFFOLK	IPSWICH	026
WOLSEY STREET	H	M	M	JOURNEYMAN CARPENTER	ESSEX	COLCHESTER	028
PORTMAN STREET	H	M	M	JOURNEYMAN CARPENTER	SUFFOLK	BAYLAM	048
PORTMAN STREET	D	U	M	JOURNEYMAN TAILOR	SUFFOLK	STOKE ASH	018
JOHN STREET	H	M	M	JOURNEYMAN COACH MAKER	SUFFOLK	RINGSHALL	028
JOHN STREET	V	U	M	WHITESMITH JOURNEYMAN	SUFFOLK	COMBS	024
NEW FRIARS STREET	D	U	M	TAILOR JOURNEYMAN	SUFFOLK	IPSWICH	021
CURRIERS LANE	S	U	M	JOURNEYMAN BAKER	SUFFOLK	SUDBURY	019
BARNEYS COURT	D	U	M	JOURNEYMAN BUTCHER	SUFFOLK	IPSWICH	024

Note 15 See Page 37 for explanation of codes in the Relationship to Head of House (Rel) column.

ST NICHOLAS IPSWICH 1851 MASTERS

ROAD	REL	CONDITION	SEX	OCCUPATION	COUNTY-BORN	TOWN-BORN	AGE
BUTTER MARKET	H	M	M	MASTER TAILOR	SUFFOLK	IPSWICH	048
QUEEN STREET	V	M	F	WIFE OF POSTMASTER YARMOUTH	NORFOLK	YARMOUTH	047
ST NICHOLAS STREET	D	U	M	MASTER BOOKSELLER	SOUTH AFRICA	KURUMANE	018
NEW MARKET STREET	H	M	M	MASTER BOOT & SHOE MAKER	SUFFOLK	IPSWICH	037
NEW MARKET STREET	H	M	M	SCHOOLMASTER	SUFFOLK	IPSWICH	042
FRIARS ROAD	H	M	M	MASTER GARDENER	SUFFOLK	WHITTON	049
FRIARS ROAD	H	M	M	HAY MERCHANT & POST MASTER	SUFFOLK	EYE	047
CARDINAL STREET	H	M	M	MASTER TAILOR	ESSEX	MANNINGTREE	062
WOLSEY STREET	H	M	M	PORTMASTERS BOATMAN AT CUSTOMS	SUFFOLK	IPSWICH	040
WOLSEY STREET	H	M	M	MASTER MARINER	SUFFOLK	IPSWICH	041
WOLSEY STREET	H	W	M	RETIRED SCHOOLMASTER	SUFFOLK	HADLEIGH	058
WOLSEY STREET	H	U	M	MASTER BAKER	SUFFOLK	IPSWICH	031
WOLSEY STREET	M	M	M	MASTER BAKER	NORFOLK	LAVENHAM	068
JOHN STREET	H	M	M	SCHOOLMASTER	MIDDLESEX	LONDON	033
NEW FRIARS STREET	H	M	M	TAILOR MASTER	SUFFOLK	IPSWICH	042
CURRIERS LANE	H	M	M	MASTER BAKER	SUFFOLK	IPSWICH	026
FRIARS STREET	H	M	M	POST MASTER	SUFFOLK	HOLBROOK	038

Explanation of Coding

Relationship to Head of House

B Brother/Sister
I Son-in-law/Daughter-in-law
V Visitor
S Servant
M Mother/Father
L Lodger
A Apprentice
H Head
D Son/Daughter
G Grand-daughter/grandson
K Brother-in-law/Sister-in-law

EXAMPLE C

Squeezing
The Available Evidence

1. Introduction

In EXAMPLE A (pages 30-32), the print-out was used in work that looked at the idea of continuity and change in a local street. In EXAMPLE B, the same print-out was used in work that looked at the idea of generalisation. In this example, a more detailed print-out of the 1851 inhabitants of Wolsey Street is used as part of work that has the following educational aim:-

> "Our concern is to know the people in a past community near the school gate - and the objective is to communicate publicly the results of the work - and the challenge lies in the attempt to illuminate historically the vague shadows our predecessors have bequeathed us of themselves."

2. Class Work

TEACHER'S CONCERNS.....the exploitation of available information about Wolsey Street in 1851 in work concerned with the above aim.

ACTIVITY.....the class is provided with the computer print-out giving selected information about all the inhabitants living in the street in 1851. (See page 40 for an extract from the computer print-out for Wolsey Street and page 41, where the coding scheme for the Relationship to Head of House column is given).

Let us assume that there is a class of 30. The activity could either be organised as a class one or a small-group one with each group looking at certain families. The teacher puts the following questions on the board.

1. On the basis of the available evidence, what can we say about the families who made up Wolsey Street in 1851?

2. What questions are raised but not answered by the available evidence?

SOME EXAMPLES

(On the print-out, a new family unit begins where you see H in the Rel Col.)

1. The Greatheads It looks as if the Greathead family moved into Ipswich with the coming of the railway to Ipswich. Neither of them were born in the area. On the other hand he might not have been associated with the railway at all. Can we find evidence in the Library that would tell us when longer distance mail was no longer delivered by stage-coach? He must have been associated with the railway since Wolsey Street was so near the station, as was Bloomfield, the plate layer further down the street.

2. The Bridges The Bridges family are associated with the port at Ipswich. In his late twenties, he took his wife and two young children to Southampton to work in the South Coast docks, but returned to Ipswich in about 1846.

3. The Andrews While the Andrews were having their children, they lived in Mrs. Andrews' home town of Stowmarket. Mr. Andrews used his ability to read and write to good effect as a merchant's clerk, an occupation his son is following in. They moved to Ipswich sometime after 1839, and enjoyed three wage-earners in the family, unlike the Bridges.

4. The Hills Jareb Hill (see DOCUMENT), next door neighbour to the merchant's clerk, was a blacksmith. Did he run his business in the street? His son, able to read and write, saw more prospect in the job of clerk to the Navigation Company. His family moved to Ipswich from Jareb's home village of Easton sometime after 1838. I wonder if his son was educated in the village school? Do we have an 1844 White's Directory for Suffolk?

EASTON, a neat village on a bold acclivity on the east side of the river Deben, 3½ miles S. of Framlingham, and 7 miles N. Woodbridge, has in its parish 415 souls, and 1462 acres of land, mostly the property of the Most Noble Alex. Hamilton Douglas, *Duke of Hamilton* and *Brandon*, who is lord of the manors of Easton and Martley Hall, and occasionally resides at EASTON PARK, but generally in Scotland, where he has three seats; and sometimes at Ashton Hall, near Lancaster. A. Arcedeckne, Esq., has an estate here, and Mrs. Hambling and Mr. S. G. Stearne, are resident landowners. Easton was formerly held by the ancient family of Charles, from whom it passed to the Wingfields. *Anthony Wingfield*, who was created *baronet* in 1627, built the hall, and made it his seat, but one of his successors sold this and other neighbouring estates to Wm. Lord, of Zuilestein, who was created by William III. Earl of Rochford. William, the fourth Earl, sold this estate about 1760 to his younger brother, the Hon. R. S. Nassau, who married Grace Duchess-dowager of Hamilton, and whose son, the last Earl of Rochford, died here in 1830, and left this and other estates to the Duke of Hamilton. Previous to his death, the late Earl thoroughly repaired the *hall*, which is a large and handsome mansion, in a beautiful *park* of 150 acres. *Martley and Bentress Halls*, now occupied by farmers, are ancient moated mansions. The *Church* (All Saints) has a tower and four bells, and is a *rectory*, valued in K.B. at £10. 18s. 6d., and in 1835 at £242. The Duke of Hamilton is patron, and the Rev. Samuel Kelderbee, D.D., incumbent, for whom the Rev. Henry Long officiates. The glebe is 18A. and the tithes have recently been commuted for a yearly modus of £321. 5s., to which the pasture lands pay at the rate of from 2d. to 4d. per acre.

Duke of Hamilton, *Easton Park*, (here only occasionally)
Arey Robert, shopkeeper
Beard Candler, cooper
Bedwell John, wheelwright
Clarke James, grocer and draper
Gray Wm. tailor
Hill Jared, blacksmith
Long Rev Henry, curate, *Rectory*
Newson David, vict. *White Horse*
Smith Dd. Esq. land agent, *Easton Park*
Smith George, shoemaker
Snell Robert, hedge carpenter
Tuthill Samuel, shoemaker

FARMERS.—* *Are owners.*

Borrett Alfred, Bentress Hall
Catchpole John
Crisp Samuel and Nathan
Hill James || *Hambling Deborah
Hill John, *Martley Hall*
*Stearne Samuel Geater
Carrier, Rt. Arey, to Ipswich, Sat.

Jareb's home village as described in White's 1844 Directory of Suffolk

ST NICHOLAS PARISH IPSWICH 1851 — INHABITANTS WOLSEY STREET

SURNAME	REL	CONDITION	SEX	AGE-YR	OCCUPATION	COUNTY-BORN	TOWN-BORN
GREATHEAD	H	M	M	051	GUARD ON HM MAIL SERVICE	BEDFORDSHIRE	BEDFORD
GREATHEAD	W	M	F	053		MIDDLESEX	FINCHLEY
BRIDGES	H	M	M	040	PORTMASTERS BOATMAN AT CUSTOMS	SUFFOLK	IPSWICH
BRIDGES	W	M	F	039		NORFOLK	DISS
BRIDGES	D	U	M	011	SCHOLAR	SUFFOLK	IPSWICH
BRIDGES	D	U	F	008	SCHOLAR	HAMPSHIRE	SOUTHAMPTON
BRIDGES	D	U	F	005	SCHOLAR	HAMPSHIRE	SOUTHAMPTON
BRIDGES	D	U	F	003	SCHOLAR	SUFFOLK	IPSWICH
BRIDGES	D	U	F	000		SUFFOLK	IPSWICH
KEMP	H	M	M	041	MASTER MARINER	SUFFOLK	IPSWICH
KEMP	W	M	F	040		SUFFOLK	DEBENHAM
WORTHY	H	W	F	073	MOTHER PAINTERS WIDOW	ESSEX	VANGE
RIPPINGTON	S	U	F	021	HOUSE SERVANT	YORKSHIRE	BURLINGTON
RIPPINGTON	V	W	F	055		SUFFOLK	WALTON
WIGGLESWORTH	G	U	M	014		MIDDLESEX	LONDON
JENNINGS	H	W	M	058	RETIRED SCHOOLMASTER	SUFFOLK	HADLEIGH
SIMPSON	H	W	F	076	ANNUITANT	SUFFOLK	CHELMONDISTON
ANDREWS	H	M	M	050	MERCHANTS CLERK	ESSEX	COLCHESTER
ANDREWS	W	M	F	052		SUFFOLK	STOWMARKET
ANDREWS	D	U	F	018	MILLINER	SUFFOLK	STOWMARKET
ANDREWS	D	U	M	016	MERCHANTS CLERK	SUFFOLK	STOWMARKET
ANDREWS	D	U	F	012	SCHOLAR	SUFFOLK	STOWMARKET
ANDREWS	D	U	F	014	SCHOLAR	SUFFOLK	STOWMARKET
HILL	H	M	M	055	BLACKSMITH	SUFFOLK	EASTON
HILL	W	M	F	057		SUFFOLK	CLOPTON
HILL	D	U	F	017	AT HOME	SUFFOLK	EASTON
HILL	D	U	M	021	NAVIGATION COMPANYS CLERK	SUFFOLK	EASTON
HILL	D	U	F	013		SUFFOLK	EASTON
HOLLICK	H	M	M	048	APPRAISER & VALUER	SUFFOLK	CAPEL
HOLLICK	W	M	F	031		SUFFOLK	CAPEL
RICHARDSON	S	U	F	014	HOUSE SERVANT	SUFFOLK	CAPEL
FULCHER	H	M	M	058	INNKEEPER	SUFFOLK	NEWBOURNE
FULCHER	W	M	F	057		ESSEX	GORLESTON
FULCHER	D	U	M	019	COACH PAINTERS APPRENTICE	SUFFOLK	NEWBOURNE
FULCHER	D	U	M	016	BRICKLAYERS APPRENTICE	SUFFOLK	NEWBOURNE
AKERS	H	M	M	032	RAILWAY CLERK	SUFFOLK	HOLBROOK
AKERS	W	M	F	028		SUFFOLK	DEBENHAM
AKERS	D	U	M	003		SUFFOLK	IPSWICH
AKERS	D	U	F	001		SUFFOLK	IPSWICH
BROOKS	L	U	M	025	ACCOUNTANT	NOT KNOWN	NOT KNOWN
BIRCH	S	U	F	018		MIDDLESEX	LONDON

(See page 41 for coding scheme for Rel column)

Coding Scheme for Relationship to Head of House Column

(Rel Column on print-out)

A	Apprentice
B	Brother/Sister
C	Cousin
D	Daughter/Son
E	Employee living-in
F	Friend
G	Grandson/Grand-daughter
H	Head of House
I	Son-in-Law/Daughter-in-law
J	Mother-in-law/Father-in-law
K	Brother-in-law/Sister-in-law
L	Lodger
M	Mother/Father
N	Nephew/Niece
O	Grandparents
P	Resident Pupil
Q	Great nephew/Great niece
R	Stepson/Stepdaughter
S	Servant
T	Great grandson/Great grand-daughter
U	Uncle/Aunt
V	Visitor
W	Wife
X	Nurse child
Y	Unknown relationship
Z	Inmate of public institution

EXAMPLE D — A STATISTICAL PRINT-OUT

AGE-STRUCTURE DECADE BY DECADE, HISBY, SUFFOLK

1. Question in English	Count all males between 10 and 19	Count all females between 10 and 19
2. Question in Computer form	(SEX = M AND AGE-YR BET 010 , 019)	(SEX = F AND AGE-YR BET 010 , 019)

Enquiry Analysis			HISBY 1851		HISBY 1861		HISBY 1871	
POPULATION SIZE			433		427		423	
			HIT COUNT	HIT %	HIT COUNT	HIT %	HIT COUNT	HIT %
1842-1851	MALES aged	0- 9	59	13.6	47	11.0	42	09.9
1832-1841		10-19	52	12.0	54	12.6	44	10.4
1822-1831		20-29	28	06.5	33	07.7	35	08.3
1812-1821		30-39	31	07.2	14	03.3	23	05.4
1802-1811		40-49	21	04.8	27	06.3	15	03.5
1792-1801		50-59	19	04.4	17	04.0	22	05.2
1782-1791		60-69	9	02.1	16	03.7	13	03.1
1772-1781		70-79	4	00.9	7	01.6	7	01.7
1762-1771		80-89	0	00.0	1	00.2	2	00.5
1752-1761		90 →	1	00.2	0	00.0	1	00.2
1842-1851	FEMALES aged	0- 9	56	12.9	58	13.6	53	12.5
1832-1841		10-19	40	09.2	37	08.7	53	12.5
1822-1831		20-29	29	06.7	33	07.7	33	07.8
1812-1821		30-39	34	07.9	22	05.2	25	05.9
1802-1811		40-49	21	04.8	25	05.9	15	03.5
1792-1801		50-59	16	03.7	20	04.7	23	05.4
1782-1791		60-69	7	01.6	12	02.8	13	03.1
1772-1781		70-79	4	00.9	4	00.9	4	00.9
1762-1771		80-89	1	00.2	0	00.0	0	00.0
1752-1761		90 →	0	00.0	0	00.0	0	00.0

23/11/76

CENSUS-DATE	SURNAME		AGE-YR	OCCUPATION	TOWN-BORN	COUNTY-BORN
1871	BOWGEN		021	GROOM	LONDON	MIDDLESEX
1871	UNWIN	ROBERT	038	LT COL RET 6TH FOOT INFANTRY	LONDON	MIDDLESEX
1871	UNWIN		003		NOT GIVEN	SCOTLAND
1871	HALL		051		WESTMILL	HERTS
1871	BLANKS		054	FOOTMAN DOMESTIC SERVANT	ST BUMPSTEAD	ESSEX
1871	BLANKS		040		BIRDBROOK	ESSEX
1871	BLANKS		011	SCHOLAR	BIRDBROOK	ESSEX
1871	BLANKS		006	SCHOLAR	BIRDBROOK	ESSEX
1871	BLANKS		004	SCHOLAR	BIRDBROOK	ESSEX
1871	WASTELL		088	CLERGYMAN WITHOUT CURE OF SOUL	LONDON	MIDDLESEX
1871	WASTELL		054		KIRBY WICKE	YORKSHIRE
1871	WASTELL		052		KIRBY WICKE	YORKSHIRE
1871	RAWLINSON		020	GROOM	BAYTHORNE	ESSEX
1871	BEART		073		BITCHAM WELL	NORFOLK
1871	ABRAHAM	THOMAS E.	058	RECTOR OF RISBY LANDOWNER JP	GREAT MARLOW	BUCKS
1871	ABRAHAM	ELLEN	044		CAMBDEN TOWN	MIDDLESEX
1871	ABRAHAM	THOMAS P.	024	STUDENT OF LINCOLNS INN	BICKINSTAFF	LANCS
1871	ABRAHAM		022	N S	BICKINSTAFF	LANCS
1871	ABRAHAM		019	UNDERGRADUATE OXFORD UNIV	BICKINSTAFF	LANCS
1871	SPENCE	ELEANOR	063	RETIRED HOUSEKEEPER	MONTEGO BAY	JAMAICA
1871	GAGE		039	NURSE	COLCHESTER	ESSEX
1871	JOHNSON		026	COOK	SOHAM	CAMBRIDGESHIRE
1871	TURNER		031	SCHOOLMISTRESS	WEST TOFTS	NORFOLK
1871	ALDERTON		050		HARLING	NORFOLK
1871	CLIFT		076	FORMERLY SHEPHERDS WIFE	RENNINGHALL	NORFOLK
1871	PAGE		022	DOCTORS DAUGHTER	NEWMARKET	CAMBRIDGESHIRE
1871	CLIFT SENR		045	SHEPHERD	MARKET HARLING	NORFOLK
1871	KEMBALL		041	FARMERS WIFE	DUNHAM	NORFOLK
1871	WESTON	MARIA	018	GOVERNESS	NOT GIVEN	NEW ZEALAND
1871	EAGLE		051	FARMER 950 ACRES 19 MEN 10BOYS	BELCHAMP STPAUL	ESSEX
1871	EAGLE		037		PENTLOW	ESSEX
1871	GREEN		023	SHEPHERDS PAGE	CHIPPENHAM	CAMBRIDGESHIRE
1871	STURMAN		063	FARM BAILIFF	GRISTON	NORFOLK
1871	COX		024		TRITTON	NORFOLK
1871	ELMER		062		THETFORD	NORFOLK
1871	RACE		014	GARDENER	PETERSHAM	SURREY

EXAMPLE E

DISCUSSION BETWEEN A MATHS AND A HISTORY TEACHER

The following conversation between a mathematics teacher and a history teacher in a Suffolk upper school, was based on print-out similar to the one on the left-hand page. Relevant christian names have been added. The original print-out was for a pupil studying birthplaces of inhabitants of four Suffolk communities in 1851.

M. Look at Robert Unwin. Lieutenant Colonel Retired 6th Foot Infantry. What a life then. Retired at 38, no doubt to an elegant house in Risby.

H. Yes. He got out just before the 1872 Act abolishing the purchase and sale of commissions.

M. What about Maria Weston, born in New Zealand. How did she get to Risby? Were steam-ships in service then, or was it still all sail?'

H. Sail. She might have been one of the first through the canal.

M. Panama?

H. No, Suez. The Panama wasn't opened then. Suez had been open a couple of years. But they had difficulty getting sailing ships through the canal because of prevailing wind directions.

M. So she might have come round the Cape of Good Hope. What did they bring back as cargo from New Zealand? The Onedin Line shows that ships were rarely empty. Lambs?

H. No. They'd rot. I've told my pupils enough times what went out to Australia in ships but I don't really know what the ships brought back.

M. Perhaps they returned via India to collect tea.

M. What about Eleanor Spence, born in Montego Bay. Blacks in Risby? She's what - 63 in 1871, so she was born in 1808. What was Wilberforce up to then?

H. She could have been the daughter of a white woman on a planter's estate.

M. But I thought they were wealthy. She's only a Housekeeper.

H. I suppose the planter could have imported English people for the top domestic jobs.

M. Didn't they have enough slaves anyhow?

H. Or she could have been the off-spring of a plantation owner. From the evidence, it looks as if Thomas Abraham married at the age of 33 and his wife was 26 when Thomas P. Abraham was born. Could he have been in the West Indies as a young man in his late twenties and collected Eleanor there?

(' Had a pupil asked this question, and had the teacher not answered it, the history textbook could have been used as a source of evidence.)

EXAMPLE F

Information for Comparative Purposes

A middle-school teacher from Dudley in Worcestershire had been analysing in the classroom the local 1851 census. One theme explored was the jobs of women. He requested similar information about female occupations in St. Nicholas' Parish, 1851.

The information shown here is not the exact replica of what was provided for the pupils in Dudley. There isn't sufficient space here to do that.

The print-out here lists out the information contained in the age and occupation column of the original census returns for St. Nicholas, (except for those females for whom no information was given or who were listed as scholar or pupil).

The population of St. Nicholas' Parish, Ipswich in 1851 was 1936.

AGE-YR	OCCUPATION
022	MUSIC SELLER
029	ASSISTANT IN SHOP
028	ASSISTANT IN SHOP
019	HOUSE SERVANT
058	TINPLATE WORKER
022	DRESSMAKER
040	BOOTBINDER
016	STRAW HAT MAKER
060	NO PROFESSION
037	COOK
021	NURSEMAID
047	WIFE OF POSTMASTER YARMOUTH
019	HOUSESERVANT
019	NURSE
017	TEACHER
056	NEEDLEWORK
040	GLOVER
014	SERVANT
042	SCHOOLMISTRESS
063	PROPRIETOR OF HOUSES
025	MILLINER
023	DRESSMAKER
022	MILLINER
020	DRESSMAKER
059	UMBRELLA MAKER
025	DRESSMAKER
049	DRESS MAKER
018	HOUSE SERVANT
026	HOUSE SERVANT
020	HOUSE SERVANT
027	COOK
023	HOUSEMAID
050	HOUSEKEEPER
026	HOUSE SERVANT
023	HOUSE SERVANT
046	FARMERS DAUGHTER
026	HOUSE SERVANT
017	HOUSE SERVANT
031	DRESSMAKER
024	HOUSE SERVANT
040	PROPRIETOR OF HOUSES
056	COOK
022	HOUSEMAID
050	SERVANTS WIFE
020	DRESSMAKER
023	HOUSE SERVANT
042	DRESSMAKER
014	APPRENTICE MILLINER
049	PROPRIETOR OF HOUSES
049	FUND HOLDER
020	HOUSE SERVANT
030	STAY MAKER
021	DRESSMAKER
059	STAYMAKER
055	STAYMAKER
057	MILLINER
020	GOVERNESS
026	SCHOOL MISTRESS
060	ANNUITANT
016	SERVANT
055	RETIRED HOTEL KEEPER
028	HOUSE SERVANT
013	HOUSE SERVANT
022	SERVANT
016	SERVANT
026	COOK
026	HOUSEMAID

035	HOUSE SERVANT
016	HOUSEHOLD SERVANT
045	SCHOOL MISTRESS
016	HOUSEMAID
021	HOUSE SERVANT
016	HOUSE SERVANT
023	HOUSEMAID
026	COOK
064	SEAMSTRESS
019	DRESSMAKER
061	NURSE
027	DRESSMAKER
026	DRESSMAKER
046	LIVING WITH DAUGHTER
018	DRESSMAKER
060	NURSE
063	LAUNDRESS
037	MILLENER
014	HOUSE SERVANT
043	STAYMAKER
017	STAYMAKER
035	DRESSMAKER
030	ANNUITANT
044	PAUPER
056	MANGLER
063	FARMERS WIFE
013	HOUSE SERVANT
037	GOVERNESS
020	SERVANT
025	HOUSEMAID
025	COOK
021	UNDER HOUSEMAID
028	HOUSE SERVANT
015	NURSEMAID
035	STAY MAKER
013	BONNET MAKER
032	UPHOLSTERER
022	DRESSMAKER
029	HOUSE SERVANT
024	HOUSE SERVANT
031	COOK
024	HOUSEMAID
048	ANNUITANT
025	DRESSMAKER
050	BOARDINGHOUSE KEEPER
048	INDEPENDENT ANNUITANT
043	INDEPENDENT ANNUITANT
028	GENERAL SERVANT
055	INDEPENDENT ANNUITANT
024	AT HOME
022	AT HOME
037	SHOE BINDER
017	NEEDLEWOMAN
013	AT HOME
039	SHOE BINDER
036	NEEDLEWOMAN
025	HOUSE SERVANT
018	NURSE MAID
017	AT HOME
025	GENERAL SERVANT
056	FUND HOLDER
049	GENERAL SERVANT
028	GENERAL SERVANT
060	GENERAL SERVANT
053	NURSE
017	AT HOME
015	AT HOME

048	DRESSMAKER
063	INDEPENDENT
043	AT HOME
016	HOUSE SERVANT
018	COOK
018	GENERAL SERVANT
021	FUNDHOLDER
035	HOUSE SERVANT
017	HOUSE SERVANT
023	HOUSE SERVANT
021	HOUSE SERVANT
029	HOUSE SERVANT
028	HOUSE SERVANT
024	HOUSE SERVANT
031	ANNUITANT
058	NURSE
019	HOUSEKEEPER
018	DRESSMAKER
043	SCHOOLMISTRESS
025	WAISTCOAT MAKER
037	HOUSEKEEPER
048	WASHING WOMAN
015	STAYMAKER
035	HOUSEKEEPER
036	WIFE OF PORTER E N RAILWAY
050	ANNUITANT
027	AT HOME
022	BONNET MAKER
040	PROFESSORS COOK
018	DRESSMAKER
046	MILLINER
023	WIFE OF SEA CAPTAIN
015	DRESSMAKER
060	ANNUITANT
029	TAILORESS
022	SHOPWOMAN
021	DRESSMAKER
032	ANNUITANT
028	DRESSMAKER
015	HOME
021	HOUSE SERVANT
018	MILLINER
017	AT HOME
014	HOUSE SERVANT
019	HOUSE SERVANT
018	DRESSMAKER
014	HOUSE SERVANT
015	AT HOME
018	HOUSE SERVANT
064	ANNUITANT
051	RECEIVING PARISH RELIEF
050	UPON INCOME
017	AT HOME
029	DRESSMAKER
021	DRESSMAKER
013	HOUSE SERVANT
058	NEEDLEWOMAN
025	SEAMSTRESS
026	DRESSMAKER
062	CONFECTIONER
018	DRESSMAKER
039	CHARWOMAN
049	CHARWOMAN
030	LABOURERS WIFE
020	DRESSMAKER
051	CONFECTIONER
021	BEDRIDDEN

018	NURSE
016	DRESSMAKER
020	DRESSMAKER
063	NURSE
028	DRESSMAKER
020	MILLINER
063	LAUNDRESS
062	FAMILY NURSE
026	DRESSMAKER
049	FORMERLY LAUNDRESS
013	DRESSMAKER
022	DRESSMAKER
059	RECEIVING PARISH RELIEF
017	MILLINER
049	NEEDLEWOMAN
047	LAUNDRESS
031	LAUNDRESS
054	GROCER
030	COACHMANS WIFE
023	DRESSMAKER
023	HOUSE SERVANT
039	LAUNDRESS
014	DRESSMAKER
056	MARINERS WIFE
026	MARINERS WIFE
033	LAUNDRESS
042	BOOT CLOSER
016	BOOT CLOSER
054	FORMERLY LAUNDRESS
026	MILLINER
063	LATE SERVANT
031	GROCER
062	FORMERLY FARMERS WIFE
029	SEAMSTRESS
032	DRESS MAKER
029	HOUSE SERVANT
032	DRESSMAKER
030	DRESSMAKER
015	DRESSMAKER
014	HOUSE SERVANT
029	DRESSMAKER
035	HOUSEKEEPER
018	ASSISTANT
052	ATTENDING NURSE
033	DRESSMAKER
021	STRAWBONNET MAKER
018	MILLINER
021	DRESSMAKER
014	SERVANT
023	STAYMAKER
040	LAUNDRESS
045	HAWKER
030	SHOE BINDER
021	MILLINER
013	AT HOME
019	STAYMAKER
014	AT HOME
046	SHOEBINDER
022	STAY MAKER
014	SERVANT
020	HOUSE SERVANT
028	DRAPERS WIFE
040	DRAPERS WIFE
025	HOUSE SERVANT
044	SHOEBINDER
020	SERVANT
065	FAMILY SERVANT
045	LAUNDRESS
017	LAUNDRESS
014	AT HOME
018	SCHOOL TEACHER
020	DRESS MAKER
015	DRESS MAKER
013	SHOP GIRL
038	LAUNDRESS
035	LAUNDRESS
031	HOUSE SERVANT
032	FRENCH STAY MAKER
021	GENERAL SERVANT
051	DRESSMAKER
040	ANNUITANT
024	STRAW HAT MAKER
040	DRESSMAKER
019	HOUSE MAID
063	PAUPER LATE LAUNDRESS
024	DRESSMAKER
020	DRESS MAKER
024	DRESS MAKER
064	LAUNDRESS
023	STAYMAKER
028	SHOE BINDER
028	SHOEBINDER
016	DRESSMAKER
017	DRESSMAKER
052	LAUNDRESS
027	LAUNDRESS
024	STRAW HAT MAKER
019	SHOEBINDER
031	SAILORS WIFE
016	DRESSMAKER
037	TAILORESS
058	COOK
015	SERVANT
045	CHARWOMAN
022	DRESS MAKER
062	FORMERLY HOUSEKEEPER
039	HOUSEKEEPER
053	GLOVERESS
051	SEMSTRESS
062	PAUPER
040	STAY MAKER
017	DRESS MAKER
060	LAUNDRESS
019	LAUNDRESS
035	NURSE
019	SERVANT
048	SHOE BINDER
018	SHOE BINDER
024	VISITOR
027	DRESSMAKER
015	ERRAND GIRL
013	ERRAND GIRL
032	SERVANT
016	SERVANT
035	SCHOOL MISTRESS
060	DRAPERS WIDOW
028	SCHOOL MISTRESS
021	SCHOOLMISTRESS
016	GENERAL SERVANT
022	FRENCH TEACHER
017	ENGLISH TEACHER

PART 4

INTERIM PROJECT STATEMENT

TOWARDS A JUSTIFICATION FOR THE STUDY OF THE PAST

PART 4 INTERIM PROJECT STATEMENT

(September 1977)

TOWARDS A JUSTIFICATION FOR THE STUDY OF THE PAST

Interviewer. What is the case for the study of history in our schools?

LHCP Do you require me to define what history is in order to answer your question?

Interviewer Wouldn't that be reasonable?

LHCP No.

Interviewer If you were to define history, people would at least know what you were talking about.

LHCP But that is the problem, you see. If you stipulate a definition of history it limits opportunities for classroom work.

Interviewer So where is your starting point?

LHCP A concern to explore the idea that everyone uses the past according to their particular purposes. Therefore, if we claim to live in a democratic society it is a necessary condition of that society that the definition of history is what the classroom work is all about. It is an act of discrimination to deny pupils the opportunity to study how people have and do make use of the past. And since the nature of history is problematic, it is equally discriminatory to deny them the opportunity to explore what history is about.

Interviewer Explain to me the difference between <u>history</u> and the <u>past</u> as you see those words.

LHCP The past is the surviving evidence. History is one of the things people claim to construct from that.

Interviewer All right. But all this stuff about discrimination is rhetoric unless you can offer classroom resolutions.

LHCP That's right. We can only present the results of our work for teachers' consideration.

Interviewer When teachers have read this Report in which you present some of your results, what do you hope will happen?

LHCP All this Report can do is <u>inform</u> teachers about possibilities and alternatives. It cannot <u>educate</u> them.

Interviewer And after that....?

" And now, Nathaniel, throw away my book. Shake yourself free from it....I am tired of pretending I can educate anyone. When have I said that I wanted you to be like me? It is because you differ from me that I esteem you...!!

Fruits of the Earth
André Gide